

**Psychotherapy for Children and Adolescents**  
**PSYC 751**  
**Summer 2021**  
**Mondays and**

**Course Description**

Through the practicum experience (PSYC 695), students have worked chiefly on using their core counseling skills to assist K-12 students, building relationships with students and faculty, and understanding the systemic forces of K-12 school within specific, local contexts. Psychotherapy for Children and Adolescents (PSYC 751) will offer school counseling students an opportunity to integrate further theory and evidenced-based practices (EBPs) into their professional development goals for internship, a need highlighted in the literature (e.g., Zyromski et al., 2018). All this occurs within an intensive 4-week summer course. The assignments for this course, which include the first part of the EdS project, will promote hands-on, concrete learning that facilitates students' process

Note: PSYC 695 (Practicum) and PSYC 600 (Introduction to Research Methods/Statistics) are prerequisites for this course, and you must be enrolled in the JMU School Counseling Program.

Zyromski, B., Dimmitt, C., Mariani, M., & Griffith, C. (2018). Evidence-based school counseling: Models for integrated practice and school counselor education. *Professional School Counseling*, 22(1), 1-12. <https://doi.org/10.1177/2156759X18801847>

**Course Objectives**

At the conclusion of this course, you will have done the following:

- Integrated new theories, approaches, and techniques into your emerging school counseling “toolkit”
- Reflected on your counseling approach and skills for outlining strengths and areas of growth
- Devised a clear professional development plan for internship
- Demonstrate skills in research “consumption” (i.e., integrated EBPs into your intervention approach) and “production” (i.e., illustrated clear questions to be answered by data collected and analyzed)

**Textbooks/Required Reading**

The following books are available free through JMU libraries:

**SFT:** Taylor, E.R. (2019). *Solution-Focused Therapy with Children and Adolescents: Creative and Play-Based Approaches* (1st ed.). Routledge. <https://doi.org/10.4324/9781315166674>

**CBT:** Joyce-Beaulieu, D., & Sulkowski, M. L. (2015). *Cognitive behavioral therapy in k-12 school settings: A practitioner's toolkit*. ProQuest Ebook Central <https://ebookcentral.proquest.com>

**Mindfulness:** Singh, N., & Joy, S. (Eds.). (2020). *Mindfulness-based Interventions with Children and Adolescents: Research and Practice* (1st ed.). Routledge. <https://doi.org/10.4324/9781315563862>

**ACT:** Gillard, D., Flaxman, P., & Hooper, N. (2018). Acceptance and Commitment Therapy: Applications for Educational Psychologists within Schools. *Educational Psychology in Practice*, 34(3), 272–281. <https://doi.org/10.1080/02667363.2018.1446911>

**Narrative:** Vetere, A., & Dowling, E. (2017). *Narrative Therapies with Children and Their Families: A Practitioner's Guide to Concepts and Approaches*. Routledge. <https://doi.org/10.4324/9781315687063>

### **Format and Method of Instruction**

The course will combine lecture (asynchronous) and experiential class activities and discussions (synchronous via Zoom). The nature of this course requires that all students complete reading assignments as scheduled so they can meaningfully contribute to class discussions and class activities. Your classmates and I rely on you to share your thoughts and questions. See the course calendar below for the outline of synchronous/asynchronous days.

### **Course Assignments**

#### **Revisiting Tapes (40 pts.)**

#### **CACREP Standards: SC, 3.b-m; PI, 2-4 (Appendix A)**

Choose a 5-minute segment from a counseling recording from practicum and complete the following:

- *Transcribe* the segment, with the transcription in the left-hand column
- *Annotate* the segment at appropriate points in at least 5 spots with the following categories and explanations (1-3 sentences for each annotation):
  1. Connection to theory: How does the moment connect to one of the three theories discussed in the course?
  2. Alternative response: What technique or approach now informs a new response within the selected moment?

\* You may consider other theories/approaches outside of this class *only after* consulting with the instructor.

- *Reflect* on your takeaways from the transcription/annotation process and on your next steps at integrating (1-2 pages)

### **EdS Preparation (40 pts.)**

#### **CACREP Standards: All of those listed in Appendix A**

You have learned how to create a program evaluation plan around specific questions, methods for answering those questions, and analyses to interpret results (PSYC 600). You have created an action plan around issues brought up within your practicum site (PSYC 695), which incorporated stakeholder collaboration. The EdS project takes elements of those previous assignments and positions you to take the next step: from “planning” to “action and assessment.” Unlike the project in PSYC 695, which focused on an issue tied to your practicum sites, this project will instead focus on your goals for professional development.

In PSYC 751, students will combine knowledge and skills from previous coursework with insights gained from the current course on therapeutic approaches. This project has two main learning outcomes: 1) Students will organize and manage all aspects of action planning (i.e., development, implementation, assessment, and continual improvement) and 2) Students will appraise their own professional development needs of the present and future. **See Appendix B for assignment details and sequencing.**

### **Discussions (20 pts.)**

We will have weekly discussions of the selected theories and approaches. We will discuss them and, at times when warranted, engage in role play activities. We will consider these approaches in terms of individual counseling, group counseling, guidance lessons, school-wide programming, and community outreach. Consistent attendance and engagement in discussions/role plays/any other activities are expected.

### **Evaluation**

See the Canvas page for the rubric for each assignment. We will use the follow grade scale:

90-100%	<b>A</b>
87-89%	<b>B+</b>
83-86%	<b>B</b>
79-82%	<b>B-</b>
69-78%	<b>C</b>

**(The grades of D+, D, and D- will not be awarded in this graduate level course).**

Below 69%	<b>F</b>
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*\*Note: This syllabus (including grading and course schedule) is subject to change. Students will be notified of any changes in class. Please refer to the syllabus posted on Canvas for the most updated version.*

## Course Sequence and Calendar

### Notes:

- Highlighted days (Mondays and Wednesdays) indicate synchronous meetings.
- Recorded videos from instructor will be posted the week prior so that students can view them prior to the week
- **Reading/Resource Days** indicate times students should invest in asynchronous readings and viewing of Canvas modules.
- **Independent Workdays** provide students with opportunity to make progress on the two course assignments. A suggested pathway to breaking those assignments into “chunks” is given in the “To Do” List column below. The instructor will also be available for Zoom consultations those days.

Week 1: 6/14-6/17 Introducing the Course and Solution-Focused Therapy	Topics	“To Do” List
Monday	Introduction to Course; Video discussion; Choosing	View “10 Things for SFT” Video
Tuesday	Reading/Resource Day	See Canvas Module
Wednesday	SFT Discussion/Role Plays	
Thursday	Independent Workday	<ul style="list-style-type: none"> <li>▪ EdS: Step 1</li> <li>▪ Recording: Choose clip to revise</li> </ul>
Week 2: 6/21-6/24 CBT “Tree” and its “Branches” (Mindfulness, Acceptance)		
Monday	Video Discussion	View “10 Things for CBT” Video
Tuesday	Reading/Resource Day	
Wednesday	CBT Discussion/Role Plays	
Thursday	Independent Workday	<ul style="list-style-type: none"> <li>▪ EdS: Step 2</li> <li>▪ Recording: Transcribe clip</li> </ul>
Week 3: 6/28-7/1 Narrative Therapy		
Monday	Video Discussion	View “10 Things for Narrative” Video
Tuesday	Reading/Resource Day	See Canvas Module
Wednesday	Narrative Discussion/Role Plays	
Thursday	Independent Workday	<ul style="list-style-type: none"> <li>▪ EdS: Steps 3 and 4</li> <li>▪ Recording: Connect to theory and/or Develop alternative responses within transcription</li> </ul>
Week 4: 7/4-7/8 Integration		
Monday	Professional Development and the Next Steps for Internship	View “10 Recommendations for Professional Development”
Tuesday	Independent Workday	<ul style="list-style-type: none"> <li>▪ EdS: Step 5</li> <li>▪ Recording: Write narrative reflection</li> </ul>
Wednesday	Group Process/Wrap Up	
Thursday	Assignments due	Turn all work via Canvas

## APPENDIX A

### CACREP Standards

#### School Counseling:

##### 1. FOUNDATIONS

- a. history and development of school counseling
- b. models of school counseling programs
- d. models of school-based collaboration and consultation

##### 2. CONTEXTUAL DIMENSIONS

- a. school counselor roles as leaders, advocates, and systems change agents in P-12 schools
- b. school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies
- d. school counselor roles in school leadership and multidisciplinary teams
- e. school counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma
- f. competencies to advocate for school counseling roles
- k. community resources and referral sources
- l. professional organizations, preparation standards, and credentials relevant to the practice of school counseling
- n. legal and ethical considerations specific to school counseling

##### 3. PRACTICE

- b. design and evaluation of school counseling programs
- c. core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies
- d. interventions to promote academic development
- e. use of developmentally appropriate career counseling interventions and assessments
- f. techniques of personal/social counseling in school settings
- g. strategies to facilitate school and postsecondary transitions
- h. skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement
- i. approaches to increase promotion and graduation rates
- j. interventions to promote college and career readiness
- k. strategies to promote equity in student achievement and college access
- l. techniques to foster collaboration and teamwork within schools
- m. strategies for implementing and coordinating peer intervention programs

#### Professional Identity:

##### 2. SOCIAL AND CULTURAL DIVERSITY

- a. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally

- b. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy e. the effects of power and privilege for counselors and clients
- g. the impact of spiritual beliefs on clients' and counselors' worldviews
- h. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination

### **3. HUMAN GROWTH AND DEVELOPMENT**

- e. biological, neurological, and physiological factors that affect human development, functioning, and behavior
- f. systemic and environmental factors that affect human development, functioning, and behavior
- g. effects of crisis, disasters, and trauma on diverse individuals across the lifespan
- h. a general framework for understanding differing abilities and strategies for differentiated interventions
- i. ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan

### **4. CAREER DEVELOPMENT**

- a. theories and models of career development, counseling, and decision making
- b. approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors
- e. strategies for assessing abilities, interests, values, personality and other factors that contribute to career development
- f. strategies for career development program planning, organization, implementation, administration, and evaluation
- g. strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy
- h. strategies for facilitating client skill development for career, educational, and lifework planning and management
- i. methods of identifying and using assessment tools and techniques relevant to career planning and decision making
- j. ethical and culturally relevant strategies for addressing career development

## APPENDIX B

### EdS Project Preparation

Below are detailed steps of the entire EdS project, which will occur in three phases over the next three semesters (PSYC 751, PSYC 790 (Fall), and PSYC 790 (Spring)):

#### PSYC 751:

1. Choose an *area of focus* and *therapeutic approach* related to professional goals.
    - An *area of focus* refers to a specific school-related issue with which school counselors interact (e.g., bullying, school-wide discipline).
    - A *therapeutic approach* refers to evidence-based practice rooted in core counseling skills (e.g., facilitating group counseling informed by narrative theory). This can refer to individual counseling, group counseling, guidance lessons, school-wide programming, and community outreach in the school context.
  2. Review the literature for at least seven (7) sources that inform your topic and therapeutic approach.
    - Sources should reflect a balance of empirical and non-empirical research.
    - At least four resources should be from peer-reviewed sources.
    - Sources should relate directly to the *area of focus* and *therapeutic approach*.
    - Note: You can count any readings from this course among your sources if they match with the above appropriately.
  3. Outline your therapeutic approach.
    - List step-by-step process for your intervention approach.
    - Consider demographics of targeted population and cultural responsiveness of your approach.
  4. Create at least one question you wish to answer about your approach.
    - Questions should center around implementation and/or effectiveness.
    - Consult materials from PSYC 600 (e.g., CDC Evaluation Manual).
  5. Develop at least two approaches for answering your question about your approach (via data collection/analyses).
    - The two methods should offer triangulation (i.e., two vantage points of your intervention).
    - Consult materials from PSYC 600 (e.g., *MRR*) and the instructor for ideas.
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**PSYC 790 (Fall):**

6. Revise details of plan to fit your school context.
  7. Put the plan into action.
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**PSYC 790 (Spring):**

8. Evaluate and analyze data collected.
9. Discuss what you found and its impact on your future plans for professional development.

\*Note: Steps 6-9 may be spread out between the semester based on site circumstances.